Missouri Special Education Annual Performance Report

(Reporting Period July 1, 2003 through June 30, 2004)

Part B of the Individuals with Disabilities Education Act

March 2005

Department of Elementary and Secondary Education
Division of Special Education

Part B Annual Performance Report

Introducti	ion	2
Cluster A	Area I: General Supervision (GS)	4
GS.I	The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, correct IDEA noncompliance in a timely manner.	
GS.II	Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sometimes complaint investigations and hearing resolutions.	
GS.III	Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner	12
GS.IV	There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the educational needs of all children with disabilities in the state.	
GS.V	State procedures and practices ensure collection and reporting of accurate and timely data	20
Cluster A	Area II: Early Childhood Transition (CBT)	23
Cluster A	Area III: Parent Involvement (BP)	26
Cluster A	Area IV: Free Appropriate Public Education in the Least Restrictive Environment (BF)	39
BF.I	The state reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality, the State reviews and as appropriate revises policies, procedures and practices.	
BF.II	High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled	children45
BF.III	Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to nondisabled children within the agencies	
BF.IV	Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any ga children with disabilities and their nondisabled peers.	
BF.V	Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool	71
BF.VI	The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special eduservices are improving	
Cluster A	Area V: Secondary Transition (BT)	84
ATTACH	MENT 1	94
ATTACHMENT 2		95
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